DOCUMENT RESUME

ED 275 643 SP 028 219

AUTHOR Stier, William F., Jr.; And Others
TITLE Faculty Work Load Models: Case Studies.
PUB DATE 11 Apr 86
NOTE 30p.; Papers presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Faculty College Relationship; *Faculty Workload; Full Time Faculty; Higher Education; *Institutional Characteristics; *Physical Education Teachers; *School Policy; Teacher Attitudes

ABSTRACT

Descriptions are presented of the responsibilities and general workload of the physical education faculty at four institutions of higher education; (1) University of Illinois at Urbana-Champaign (a major research institution); (2) West Virginia University (a regional university); (3) Wittenburg University (a liberal arts institution); and (4) State University of New York College at Brockport (a comprensive arts and sciences college). (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED275643

FACULTY WORK LOAD MODELS: CASE STUDIES

Comprehensive Arts and Sciences College

State University of New York College at Brockport

By:

Dr. William F. Stier, Jr.

Chairperson and Professor: Physical Education and Sport

CUPEDAC Program

American Alliance of Health, Physical Education,

Recreation, and Dance

National Convention

Cincinnati, Ohio

April 11, 1986

SP 028 219

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Stier, W. F. Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

The State University of New York, started in 1948, is the largest (380,000 students in 64 institutions) such system within the United States. It stands alone in terms of size, diversity and comprehensiveness. SUNY Central, headquartered in Albany, New York, has established a policy whereby it does not recognize a statewide WORKLOAD model. The union representing all faculty within the system, UNITED UNIVERSITY PROFESSIONS - UUP, also does not directly address workload on a system wide basis or on an individual campus basis.

At the State University of New York College at Brockport, (with 7,000 undergraduate and graduate students), the college administration has indicated that it also does not wish to address workload at the college level. The faculty senate has indicated it does not want to address workload either. The union (UUP) -- in its most recent collective bargaining agreement -- does not address directly workload.

The three schools within the college/institution (Arts and Performance; Professions; Letters and Sciences) similarly refuse to address workload on a school by school basis.

As a result of this so-called decentralization of determination of workload, individual departments within the three schools within SUNY Brockport are left to define their own workload formulas. Some departments within the institution have some faculty teach 6 credit hours per week, others teach 9 credit hours per week and others teach 12 or more credit hours per week.

The situation with the SUNY system is unique when one considers how centralized everything else is within the system. In fact, during 1984-85 a special task force revealed that the SUNY system was the most over-regulated university system in this country and had severe weaknesses as a direct result.

Workload -- within the SUNY system -- seems too hot an issue today to touch outside of the departmental level. Central administration at Albany won't directly address it, the union won't address it, the individual institutions won't directly address it as far as a campus wide policy is concerned. The individual schools and departments are left to their own resources as a result.

Workload, presently - and in the foreseeable future - is a result of history, tradition, prejudice, POWER, reputation and "pull."

The ability to wrap the so-called "package" of workload justification as a nice, pretty, attractive package is sometimes equally as important as the actual workload policy itself. The PACKAGING and the CONTENTS are often equally important and, unfortunately, the lack of suitable PACKAGING for the CONTENTS have resulted in some departments being saddled with an unreasonable workload responsibility.

In years past there existed on our campus informal agreements and understandings between deans and chairs and other higher administrators. Today, these informal arrangements are very hard to change. Tradition dies hard, especially in a highly bureaucratic organization. Some ten years ago the college and the dean of our department agreed to have the faculty assume

a 12 credit hour load rather than the customary 9 credit hour teaching load per semester, for a one year time period. Needless to say, that supposedly temporary situation has lasted some ten years, and then some.

Only lately has the department been able to justify and implement a departure from the sacred counting of the credit hour on the sole basis of the determination of workload.

Today, the student FTE count to be generated (expectations) is spread over all three schools within the college -- some with high FTE expectations, some with low FTE expectations and some with so-called medium FTE expectations. We have begun to recognize WORK-INTENSIVE departments, and the Physical Education and Sport department is deemed to be one.

The department of Physical Education and Sport (with many work-intensive programs) has a heavy workload any way one would look at it. Within the past three years the department has utilized the concept of flexibility to attempt to provide some equality for those department members who assume work-intensive tasks/responsibilities.

The key word is FLEXIBILITY.

Some of our least effective producers carry a 12 or 13 credit hour load by doing hardly anything else for the department. On the other hand, some of the staff carry a 6-7 semester hour credit load but contribute significantly in other ways to the welfare of the students, department, and the college as a whole.

In the school of Arts and Performance -- coaching and other work not related to direct production of FTE is nevertheless highly prized/required.

When assigning workload to Physical Education and Sport staff members the following factors are kept in mind (attempts are made to balance an overload one semester with a lighter load in subsequent semesters).

a) advising responsibilities
b) lower versus upper level courses taught
c) number of preparations
d) graduate courses taught
e) graduate advising
f) thesis and synthesis responsibilities
g) grant involvement
h) clinic and camp involvement
i) large classes
j) research
k) service to the department, college, outside
l) coaching
m) administrative tasks
n) committee work
o) demonstrations, clinics, workshops
p) publications
q) directed studies - independent studies

Today, we attempt to hire full-time RENAISSANCE PEOPLE. Individuals who are capable of having many talents, competent in many areas and are experts in at least one specialty (preferably two or more). We need breadth, we need diversity in terms of one's skills.

Some of our faculty in PE/S are also required to teach in the Comp Skills area -- general education course (English and Communication Skills).

Physical Education and Sport

WORKLOAD FORMULA -- STATE UNIVERSITY OF NEW YORK, BROCKPORT, NEW YORK

A)	1 credit hour performance	.10	
B)	Intermediate performance		
	1 credit	.10	
	2 credit	.10	
C)	2 credit perspectives (lectures/large sections)	.25	
D)	3 credit theory courses/4 credit performance	.25	
E)	Student Teaching	.05	per student teacher (maximum .40, even if more than eight)
F)	Sport Management Internship	.25	
G)	Sports Medicine Practicum	.25	
H)	Coaching (football 50% 1st sem. and 25% 2nd sem. released time)	.25-.30	per semester of involvement
I)	Exercise Physiology Lab Director	.25	
J)	Graduate Coordinator	.15	
K)	Teacher Certification Coordinator	.20	
L)	Chairperson/Athletic Director (combined)	1.25	
	(Athletic Director - separate)	.75	
	(Chairperson - separate)	.50	

The total percentage representing a full time workload is 1.00. It is possible for an individual to assume more than a full (1.00) load. Credit hour goal is ?? credits per semester per faculty.

Note: Selected beginning and intermediate performance courses are combined (taught simultaneously) when anticipated enrollments would be insufficient in separate courses (badminton).

Note: All faculty members are expected to assume some responsibilities, such as: advising, research, scholarship, publication, service to college/community, graduate advising (thesis and synthesis projects), student recruitment, etc., in as much as the individual faculty member is qualified (or could be qualified). However, it is recognized that not all faculty members will be all things to the department. Some will excel in grantsmanship, some in advising, others in graduate work. However, each faculty member shall be expected (and evaluated for DSI, promotion, tenure) to assume one's fair share of total departmental and college wide responsibility.

State University of New York College at Brockport-Physical Education & Sport

WORKLOAD PRINCIPLES AND FORMULA

Basic Principles

1. Any workload determination must meet the FTE obligations of this unit.
2. Workload credit should be given to responsibilities that the college, unit, and faculty value. These may not necessarily be part of the workload formula.
3. The workload determination should provide workload equity, i.e., equal time for equal work.
4. The workload determination should relate to SUNY policies for the allocation of faculty and be in accordance with SUNY policies.
5. Workload determination must be responsive to programmatic needs and relevant to the evaluation of the personnel.
6. Workload determination must be administratively feasible to implement.
7. The workload determination must assure quality in the implementation of the curriculum.
8. Departments must have flexibility in respect to differences in individual productivity.
9. Released time allocated to work-intensive responsibilities shall reflect the quality/quantity of the work-intensive tasks.
10. Quantitative dimensions of faculty performance (number of courses taught, student credit hours produced and class contact hours) as well as qualitative dimensions of class preparations (scholarly research, advisement, and college and community service) shall be taken into consideration in the final determination of workload.

FACULTY WORK LOAD MODELS: CASE STUDIES

A Liberal Arts Institution

Wittenburg University

By:

Dr. Thomas Martin

CUPEDAC Program

American Alliance of Health, Physical Education,

Recreation, and Dance

National Convention

Cincinnati, Ohio

April 11, 1986

SP 028 219

Wittenburg University

High caliber liberal arts institution (LCA)
2200 students Springfield, Ohio
No graduate programs, therefore, no graduate asst.
The mission of the institution is to develop the whole person--
intellectual, social, spiritually and physically.

Health and Physical Education Department

11 Full-time faculty
4 Part-time faculty
4 Full-time staff
Chair, the only full-time faculty member who does not coach

Programs

Teacher Certification Programs - K-12, Elem, Sec. and Teaching of Health (Sec.)
Non-teaching major with concentrations in corporate fitness, recreation, exercise physiology, sports psychology, sport management, sports medicine, etc.
Non-teaching minor
Required Service Course Program - 3 courses (1 year) required for graduation.

General Information

Three - 10 week terms plus finals each year
36 courses required for graduation
Therefore, students take 3 courses each term

standard course (without lab) meets M-F for 60 minutes each day
one course equates to 3.5 semester hours

Work Load

Full Load = 7 course units/year
For example, 2/3/2 for the three academic terms

Work Load Model

	Course Units
Academic Course	1
Service Course	1/3
Advisor Majors-Minors Club	1/3
Coordinate Supervision of Student Teachers	1/3
Supervise Field and Clinical Experience	1/3
Direct Faculty/Staff Fitness Program	1
Retooling and Professional Responsibilities	Variable
Chair, Health and Physical Education Dept.	2
Athletic Director, Men's and Women's	3 each
Tennis, Men's and Women's	2 each
Lacrosse, Men's and Women's	2 each
Soccer, Men's and Women's	2 each
Baseball, Men's and Women's Softball	2 each
Swimming, Men's and Women's	2 1/3 each
Basketball, Men's and Women's	2 1/2 each
Track (indoor and outdoor), Men's and Women's	2 1/2 each
Cross Country, Men's and Women's	1 each
Field Hockey, Women's	2
Wrestling, Men's	2
Volleyball, Women's	2
Golf, Men's	1 1/2
Football (Head), Men's	3
Football (Asst), Men's	2
Recruiting, Men's Athletic Director	1
Recruiting, Head Men's Football	1
Recruiting, Men's Basketball	1
Recruiting, Women's Basketball	1/2

University Expectations (in addition to assigned work load)

1. Academic advising
2. Supervision of independent studies and internships
3. Meeting and interacting with students
4. Professional growth and development
5. Course revision and development of new courses
6. Serving the university -- committees, admissions work, advancement work

Discussion

Official Work Load and Expectations must be balanced one against the other. The "ideal" would be for a person to do all. However, in reality faculty choose to emphasize various areas:

e.g. teaching
coaching
research
administration
committee work
etc.

This is acceptable, provided work load assignments and other responsibilities are performed in an adequate manner. Problems arise when faculty are "overemphasizing" certain areas at the expense of others. At the same time, there may be justification for "in depth" work in a given area (s), even at the expense of other areas, if this is planned and approved by administration A PRIORI. This points to the importance of at least one annual meeting with each non-tenured and tenured faculty member for the purpose of reviewing work load and expectations.

In summary, each faculty member should completely understand his/her work load assignment and the expectations of the university, college and department. Direct communication and interpretation of responsibilities is essential in the work load process. Of further related importance, is the fact that faculty evaluation is based directly on assigned work load.

FACULTY WORK LOAD MODELS: CASE STUDIES

A Regional University

West Virginia University

By:

Dr. Carl Bahneman

CUPEDAC Program

American Alliance of Health, Physical Education,

Recreation, and Dance

National Convention

Cincinnati, Ohio

April 11, 1986

ED 028 219

University of West Virginia
Morganton, West Virginia

FACULTY WORKLOAD MODEL

Guidelines for the Faculty Performance Agreement

School of Physical Education

The following information concerns the Faculty Performance Agreements (FPA) negotiated each year between the department chairperson and each faculty member. The FPA guidelines are divided into four parts as follows:

PART I. Assumptions

This part describes the conditions and considerations which dictate the development of Faculty Performance Agreements.

PART II. Format

This part delineates the unit values associated with the general faculty activity (teaching, scholarship, service).

PART III. Logistics and Additional Guidelines

This part describes "timing" in the development of the Faculty Performance Agreement and revision of the agreement.

PART IV. Worksheet

This part is the worksheet which must be completed by each faculty member and submitted to the appropriate chairperson.

PART V. Examples

This part provides examples for faculty in the development of one's own Faculty Performance Agreement. Please note that the numbered/lettered items in the examples correspond directly to the correlated items found in the Format (Part II).

PART I - ASSUMPTIONS

The Faculty Performance Agreement (FPA) is based on the following assumptions:

1. that the needs of the School of Physical Education are many and diverse. The expertise and interests of the faculty are equally diverse. Therefore, all faculty agreements will be individualized for each faculty member and yet follow a generally accepted format and be designed to meet the current and projected missions of the School.

2. that faculty are aware that continuation. promotion, tenure and merit considerations are based on criteria outlined in Board of Regents Policy #36 and current University guidelines. Faculty should be aware of these overall policies as they negotiate their annual FPA.

3. that the annual FPA will reflect both the administrator's and faculty member's expectations and that this process will enhance the faculty evaluation process.

4. that the negotiated FPA is dynamic and subject to the changing needs of the School of Physical Education and varying faculty interests and responsibilities. Therefore, renegotiations may occur periodically.

5. that the meaningful and useful method for qualifying academic responsibilities is a unit. A full time faculty load is interpreted to be fifteen (15) units.

6. that the FPA of fifteen units is the minimal expectation. Faculty members are encouraged to exceed this FPA. Faculty may negotiate more than 15 units exceeding the minimal FPA.

7. that the value of a unit will be based on the value of that unit to the missions of the School. Time, per se, is not necessarily a major factor.

8. that the success with which a faculty member meets FPA expectations over time may be considered in the granting of promotion, tenure, merit and retention.

PART II - FORMAT

The FPA negotiation is governed by the following guidelines:

1. each full-time faculty member shall have a fifteen (15) unit responsibility per semester. Full-time 12-month faculty shall have a fifteen (15) unit summer responsibility to the School of Physical Education. This responsibility can be met through teaching, research and scholarly productivity. and professional service in a proportion as so specified herein.

2. faculty holding a dual appointment. Responsibilities to the School shall be proportionate to that segment of effort to the School as indicated by their letter of appointment (e.g., individuals who are half-time Physical Education, half-time Athletics would negotiate 7.5 units/semester to the School of Physical Education.)

3. inasmuch as the School of Physical Education's mission includes teaching, research and scholarly productivity, and professional service, and inasmuch as a full-time faculty effort is to evolve from this mission, faculty are expected to formulate their Faculty Performance Agreement (FPA) utilizing the following unit equivalents.

A. Teaching

1) full-time 12-month faculty shall teach no less than six (6) units (credit hours) of instruction per semester.

2) full-time 12-month faculty shall teach no less than three (3) units (credit hours) of instruction per summer session, six (6) units (credit hours) per summer.

B. Research, Scholarly Productivity and Directing Graduate Studies

1) each faculty member may negotiate for a maximum of three units per semester and summer session to engage in research and scholarly activity. These activities include: planning a research project, developing grant proposals, collecting and analyzing data, research writing for publications, preparing for and making research presentations, writing textbooks, creative choreography, etc.

2) each faculty member may negotiate for a maximum of three units/ semester and summer session for directing research and scholarly activity of graduate students.

C. Professional Service

1) each faculty member may negotiate for a maximum of three units - 2 per semester and summer session for professional service activities. Professional service activities are defined as those activities beyond service to the School of Physical Education such as: university committee work, professional organization involvement, consulting, clinics, grant administration, etc.

2) each faculty member may negotiate for a maximum of three units per semester and summer session for involvement in school and university sponsored activities and related production performance efforts. Examples of these activities include: Ballet Ensemble, etc.

3) every full-time faculty may negotiate three units for general service. General service is defined as student advising, school and departmental committee work and additional assignments made by administration.

PART III - LOGISTICS AND ADDITIONAL GUIDELINES

For the purpose of administration, the following are suggested:

1. A Faculty Performance Agreement (FPA) will be negotiated each year (January) and will represent expectations for one calendar year. If intervening circumstances arise during the period of a negotiated FPA, faculty expectations may be renegotiated, and/or consideration will be given to these changes.

2. During negotiations, the determination of the unit value of a specific activity will be based on the contribution that it will make to the emergence of the School of Physical Education as a national leader.

3. during evaluation an individual faculty member's success at meeting one's faculty performance agreement expectations tangible results should receive greater consideration than good intentions. i.e., a research plan is not as valuable as actually collecting data relevant to that plan which is not as valuable as a publication of that data.

4. Faculty supported by extramural funding may negotiate the FPA with the departmental chairperson proportionately to the extent that the funding project purchases the time of the faculty member's work schedule.

PART IV - FPA WORKSHEET

Spring Semester	Summer Semester	Fall Semester
Teaching	Teaching	Teaching
Research/Scholarship/Directing	Research/Scholarship	Research/Scholarship/Directing
Professional Service	Professional Service	Professional Service
15 units	15 units	15 units

Faculty Signature _____ Date _____

Approved: _____ Name/Title _____ Date _____

PART IV - EPA WORKSHEET

Spring Semester		Summer Semester		Fall Semester	
Teaching		**Teaching**		**Teaching**	
1) PPE 336	3	1) PPE 338	3	1) 315	3
1) SES 72	3	1) SES 72	3	1) 370	3
Research/Scholarship/Directing Graduate Students		**Research/Scholarship Graduate Students**		**Research/Scholarship/Directing Graduate Students**	
1) Data Collection (Research Project)	2	1) Data Collection (Research Project)		1) Data Collection	1
1) Presentation Preparation (from project above)	1	1) Publication Preparation	1	1) Grant Preparation	1
2) Chair two Doctoral students (one preparing prospectus)	1	2) Chair two Doctoral students (one preparing prospectus-one writing)	1	1) Presentation Preparation	1
				2) Chair three Doctoral students (two writing-one prospectus)	2
Professional Service		**Professional Service**		**Professional Service**	
1) Two Senate Committees	1	1) Two Senate Committees	1	1) Two Senate Committees	1
1) President, WVAHPERD	2	1) Past President WVAHPERD	2	1) Past -President WVAHPERD	2
1) Three workshops	1	1) Four workshops	1	3) Twenty-four advisees	1
3) Twenty-four advisees	1	3) Twenty-four advisees	1		
	15		15		15
	15 units		15 units		15 units

Faculty Signature _____ Date _____

Approved: _____ Name/Title _____ Date _____

PART IV - FPA WORKSHEET

Spring Semester		Summer Semester		Fall Semester	
Teaching		**Teaching**		**Teaching**	
1) PPE 338	3	1) PPE 338	3	1) PPE 126	3
1) PPE 126	3	1) PPE 305	1	1) PPE 133	3
1) PPE 133	3	1) PPE 491	3	1) PPE 336	3
Research/Scholarship/Directing Graduate Students		**Research/Scholarship Graduate Students**		**Research/Scholarship/Directing Graduate Students**	
1) Research Grant (Released time 25%)	3.5	1) Write two articles and one presentation	2.5	1) Research Grant (Released time 25%)	3.5
		2) Dissertion (Two students in writing stage)	2		
Professional Service		**Professional Service**		**Professional Service**	
1) Two School Committees	1	1) Two School Committees	1	1) Two School Committees	1
3) Advising (25 students)	3	3) Advising (25 students)	3	3) Advising (25 students)	3
	15		15		15
	15 units		15 units		15 units

Faculty Signature _____ Date _____

Approved: _____ Name/Title _____ Date _____

PART IV - FPA WORKSHEET

Spring Semester		Summer Semester	Fall Semester	
Teaching		**Teaching**	**Teaching**	
1) SES 72	3	**Nine Month Contract**	1) SES 72	3
1) SES 164	3		1) SES 164	3
Research/Scholarship/Directing Graduate Students		**Research/Scholarship Graduate Students**	**Research/Scholarship/Directing Graduate Students**	
Professional Service		**Professional Service**	**Professional Service**	
1) Vice President (WVAHPERD)	1.5		1) Vice President (WVAHPERD)	1.5
1) Advising (15 students)	1.5		1) Advising (15 students)	1.5
Service to Athletics			**Service to Athletics**	
II.,2. Coaching (Baseball)	7.5		II.,2. Coaching (Baseball)	7.5
	16.5			16.5
	15 units	15 units		15 units

Faculty Signature _____ Date _____

Approved: _____ Name/Title _____ Date _____

PART IV - FPA WORKSHEET

Spring Semester		Summer Semester		Fall Semester	
Teaching		**Teaching**		**Teaching**	
1) PPE 222	2	1) PPE 324	1	1) PPE 121	3
1) PPE	1	1) PPE 222	3	1) PPE 221	1
		1) PPE 323	3	1) PPE 223	2
Research/Scholarship/Directing Graduate Students		**Research/Scholarship Graduate Students**		**Research/Scholarship/Directing Graduate Students**	
1) Begin article for publication:	.5	1) Complete and submit article for publication	.5	1) Begin another article for publication	.5
Professional Service		**Professional Service**		**Professional Service**	
1) Secretary WVATA	1			1) Secretary WVATA	1
1) Committee Assignment	1			1) Student Advisement	1.5
1) Sports Medicine Symposium Coordinator	1.5				
3) Student Advisement	1.5				
	15 units		15 units		15 units

Faculty Signature _____ Date _____

Approved: _____ Name/Title _____ Date _____

24

25

FACULTY WORK LOAD MODELS: CASE STUDIES

A Major Research Institution

University of Illinois at Urbana-Champaign

By:

Dr. Rollin G. Wright

CUPEDAC Program

American Alliance of Health, Physical Education,

Recreation, and Dance

National Convention

SP 028 219

Cincinnati, Ohio

April 11, 1986

University of Illinois at Urbana-Champaign

Physical Education Department

ACADEMIC CONTRACTUAL AGREEMENT

Faculty, as members of an academic unit within the University of Illinois at Urbana-Champaign (UIUC) have the responsibility of engaging in those activities which are consistent with and contribute to the overall Mission of the University. The major responsibility of a faculty member at the UIUC is to engage in scholarly activities including research, teaching and service. These should not be isolated endeavors, but in an interrelated way they should focus upon the individual faculty member's primary interests and expertise. The Departmental Academic Contractual Agreement (ACA) has been developed as a mechanism for determining how individual faculty members in the Department of Physical Education are to be assigned to specific responsibilities in consideration of the Department's long and short range goals. In order to be effectively utilized the components of the individual faculty member's ACA must be determined quite early in the planning process and with as much accuracy as possible.

The ACA is used for several different but related administrative activities. One of the purposes of the ACA is to provide a standardized format for reporting faculty activities to University administrators, the Illinois Board of Higher Education and governmental contracting agencies. As an example, the distribution of salaries and wages as a 'direct' or

'indirect' cost to agreements funded by the U.S. Government must be based on a common reporting system. Because of the large number of research contracts between various federal agencies and the UIUC, the University has elected to utilize the Monitored Workload System (rather than using personnel activity reports) for distributing the costs of salaries and wages to the major functions and activities of the University. An Activity Effort Plan has been developed to collect data across campus units to fulfill the Monitored Workload System requirements. The ACA categories are the same as those incorporated in the campus Activity Effort Plan. This allows the Physical Education Department's secretarial staff to complete the Activity Effort Plan from the information included in the ACA's of the faculty. This provides consistency in the reports and relieves the individual faculty of burdensome paperwork, time that can be better spent on scholarly activities.

Another purpose of the ACA is to provide an essential link in the communication loop between the department chair and the individual faculty member. Since the ACA requires faculty input relative to preferred teaching assignment, graduate thesis supervision, research projects contemplated as well as underway, grant proposals under development and any plans for leaves of absence it is an excellent way to keep the department chair appraised of the faculty member's plans for professional activities.

Another way that the ACA is utilized is in the evaluation process. The UIUC is committed to the merit reward concept in terms of salary increases and professional advancement. The faculty member's accomplishments for the year are reported in the Departmental Annual Report, the matching of the ACA and the Annual Report provide a criterion-based approach to the evaluation process.

University of Illinois at Urbana-Champaign

Department of Physical Education

ACADEMIC CONTRACTUAL AGREEMENT

General Guidelines

1. All tenure track faculty members are expected to be involved in research; therefore, faculty will be eligible for a research assignment in the range of .01 to .25 FTE without submitting a detailed description of the proposed project.
2. Faculty members requesting an assignment for Departmental Research in a yearly average greater than .25 FTE must submit a detailed proposal following the format described in Department Memorandum #25.
3. All assignments of Organized Research are to be funded from external sources. In-kind contributions to externally funded projects are to be requested under the category of Departmental Research.
4. The determination of FTE credit for Non-Thesis Instruction is determined as follows:
   - 4.1 In a lecture course, 1 hour of academic credit (1 hour of contact time) is allocated .10 FTE.
   - 4.2 In a laboratory course, 1 hour of academic credit (2 hours of contact time) is allocated .10 FTE.
   - 4.3 Additional FTE will be allocated to those classes where the semester enrollment exceeds 100 students.
   - 4.4 The FTE credit for courses that are team-taught is divided among the

faculty members involved.

4.5 Independent study projects are flexible within a range of .01 to .10 FTE.

5. Thesis supervision is flexible within a range of .05 to .15 FTE.

6. Administrative assignments are as follows:

   6.1 Laboratory Director - .25 FTE.

   6.2 Program Director - .50 FTE.

   6.3 Assistant Department Head and Department Head - .75 FTE.

7. No FTE allocation is given for serving on committees. If a faculty member is carrying an unusually heavy load of campus or all-University committee assignments some FTE credit may be included under Administration.

8. A detailed justification for a Public Service project must be submitted for consideration of an FTE allocation in this area.

9. The ACA encourages flexibility and special requests will always be considered. Since ACA's are developed for the academic year it is possible to request a lighter load in a given area for one semester with a correspondingly greater load in the other semester. This is particularly helpful in such areas as the preparation of a grant request or the development of a new course.